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# **GCE A LEVEL MARKING SCHEME**

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**SUMMER 2022**

**HISTORY - UNIT 4  
DEPTH STUDY 1**

**THE MID-TUDOR CRISIS IN WALES AND ENGLAND  
c.1529–1570**

**PART 2: CHALLENGES FACING MARY AND ELIZABETH  
c.1553–1570**

**1100U10-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2022 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

## Marking guidance for examiners

### Summary of assessment objectives for Question 1

Question 1 assesses assessment objective 2. This assessment objective is a single element focused on the ability to analyse and evaluate contemporary source material in its historical context. This question is compulsory and the mark awarded to it is 30.

### The structure of the mark scheme

The mark scheme for Question 1 has two parts.

- An assessment grid advising which bands and marks should be given to responses that demonstrate the qualities needed in assessment objective 2.
- Advice on the specific question outlining **indicative content** that can be used to assess the quality of the specific response. This content is not prescriptive, and candidates are not expected to mention all the material referred to. Assessors must credit any further admissible evidence offered by candidates.

### Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that level are displayed. Third, a final mark for the question can then be awarded.

### Summary of assessment objectives for Question 2 and Question 3

Question 2 and Question 3 assess assessment objective 1. This assessment objective is a single element focused on the ability to analyse and evaluate and reach substantiated judgements. Candidates choose either Question 2 or Question 3. The mark awarded to each question is 30.

- An assessment grid advising which bands and marks should be given to responses that demonstrate the qualities needed in assessment objective 2.
- Advice on the specific question outlining **indicative content** that can be used to assess the quality of the specific response. This content is not prescriptive, and candidates are not expected to mention all the material referred to. Assessors must credit any further admissible evidence offered by candidates.

### Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that level are displayed. Third, a final mark for the question can then be awarded.

### Organisation and communication

This issue should have a bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark within the band.

**The paper has a maximum tariff of 60.**

## Question 1

**AO2:** Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

		<b>Value of the sources</b>	<b>Analysis and evaluation of the sources in their historical context</b>	<b>Focus on the question set</b>
<b>Band 6</b>	<b>26–30 marks</b>	The learner shows clear understanding of the strengths and limitations of the sources.	The sources are clearly analysed and evaluated in the specific and wider historical context.	The learner will make a sustained and developed attempt to utilise the sources to directly answer the question set.
<b>Band 5</b>	<b>21–25 marks</b>	The learner considers the strengths and limitations of the sources.	There is some analysis and evaluation of the sources in the specific and wider historical context.	The learner deploys the sources appropriately to support the judgement reached about the question set.
<b>Band 4</b>	<b>16–20 marks</b>	The learner develops a response which begins to discuss the strengths and limitations of the sources.	There is some analysis and evaluation of the sources with an awareness of the wider historical context.	The learner deploys the sources to support the judgement reached about the question set.
<b>Band 3</b>	<b>11–15 marks</b>	The learner uses most of the source material to develop a response.	There is some analysis and evaluation of the sources.	The learner begins to discuss the sources' use in the context of the question set.
<b>Band 2</b>	<b>6–10 marks</b>	The learner uses some of the source material to develop a response.	The learner begins to analyse and evaluate the sources but it is largely mechanical.	The learner attempts to comment on the sources' use but lacks context.
<b>Band 1</b>	<b>1–5 marks</b>	There is limited evidence of the use of the sources.	Sources are used for their content only.	
Award 0 marks for an irrelevant or inaccurate response.				

**Candidates will be rewarded for making connections and comparisons between elements of both parts of the depth study, where relevant.**

**Using your understanding of the historical context, assess the value of these three sources to an historian studying the problems facing Mary I and Elizabeth I during the period from 1556 to 1567.**

Candidates will consider the value of the sources to an historian studying the problems facing Mary and Elizabeth in the period from 1556 to 1567. Understanding of the historical context should be utilised to analyse and evaluate the strengths and limitations of the sources. In analysing and evaluating the provided source material, candidates may deploy knowledge and understanding from their previous learning. Credit may be given, if appropriate, where that learning is used to show understanding of the historical context. Appropriate observations in the analysis and evaluation of the sources may include the following.

**Source A** The general context of the source is the religious changes during the mid-Tudor period, while the specific context is the exact social and religious challenges facing Mary Tudor. Source A is an account written down as eyewitness testimony to the cruelties of persecution and execution of Protestants. It is a clear criticism of Marian religious policy. Scrutiny of the content of the source shows that contemporaries had serious concerns about the cruelty of the state-sponsored public burnings. The tone of the source is one of anger and revulsion. The eyewitness is clearly biased and is a strong opponent of the queen on religious grounds. In this way, Source A is of considerable value to an historian studying the social and religious problems facing Mary as it shows that the persecution of protestants was becoming repugnant to some and it highlights the difficulties facing Mary as she attempted to restore Roman Catholicism. The sight of a group of women, including one who was pregnant turned public opinion against Mary—even pro-Catholics were appalled, and this case caused the government to abandon public burnings; instead they took place at night after curfew.

**Source B** The general context of the source is the religious challenges facing Elizabeth soon after her accession, while the specific context is fears that Elizabeth would assume religious supremacy in England. It is an extract from a speech given in Parliament by a Marian bishop opposing her religious settlement mainly on account of her gender and partly on her religious beliefs. Given her beliefs, the potential for political and religious opposition from senior Catholic clergy toward the queen was significant. This source is particularly useful because it suggests that the political and religious situation in England was volatile. Some of the senior clergy Elizabeth inherited from Mary were a potential threat to her and her government, and the author of the source is the second most powerful man in the Church: his opposition to the religious settlement had the potential to stir up rebellion in the country. The reference to the Pope widens the scope of the source to include foreign relations, and it gives the historian valuable evidence of the political, religious, social and misogynistic problems facing Elizabeth.

**Source C** The general context of the source is the social problems facing Elizabeth, while the specific context is concern about poverty and vagrancy. It offers a different perspective on the issues with which Elizabeth had to contend, as it is a pamphlet written and published by a magistrate responsible for dealing with the problems of beggars and vagabonds. The source is of considerable value to an historian studying the social problems facing Elizabeth as it shows that the threat to law and order is clear and should be taken seriously. The fact that these vagabonds are mobile and could wander from county to county increased the risk of criminal activity spreading far and wide. Contemporaries were well aware that this criminal element were prone to joining or contributing to protests and rebellions, and they needed to be suppressed for the sake of public order.

## Questions 2 and 3

**AO1:** Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

		<b>Analysis and evaluation</b>	<b>Judgement</b>	<b>Knowledge</b>	<b>Communication</b>
<b>Band 6</b>	<b>26–30 marks</b>	The learner is able to effectively analyse and evaluate the key issues in relation to the set question.	A focused, sustained and substantiated judgement is reached.	The learner is able to demonstrate, organise and communicate accurate knowledge which shows clear understanding of the period studied.	The learner is able to communicate clearly and fluently, using appropriate language and structure with a high degree of accuracy in a response which is coherent, lucid, concise and well-constructed.
<b>Band 5</b>	<b>21–25 marks</b>	The learner is able to clearly analyse and evaluate the key issues in relation to the set question.	There is a clear attempt to reach a substantiated judgement which is supported.	The learner is able to demonstrate and organise accurate and relevant historical knowledge of the period studied.	The learner is able to communicate accurately and fluently using appropriate language and structure with a high degree of accuracy.
<b>Band 4</b>	<b>16–20 marks</b>	The learner is able to show understanding of the key issues demonstrating sound analysis and evaluation.	A judgement is seen but lacks some support or substantiation.	There is evidence of accurate deployment of knowledge.	There is a good level of written communication with a reasonable degree of accuracy.
<b>Band 3</b>	<b>11–15 marks</b>	The learner is able to show understanding through some analysis and evaluation of the key issues.	There is an attempt to reach a judgement but it is not firmly supported and balanced.	Some relevant knowledge on the set question is demonstrated.	There is a reasonable level of written communication which conveys meaning clearly though there may be errors in spelling, punctuation and grammar.
<b>Band 2</b>	<b>6–10 marks</b>		There is an attempt to provide a judgement on the question set.	The learner provides some relevant knowledge about the topic.	There is a reasonable level of written communication which conveys meaning though there may be errors.
<b>Band 1</b>	<b>1–5 marks</b>		There is little attempt to provide a judgement on the question set.	The learner provides limited knowledge about the topic.	There is an attempt to convey meaning though there may be errors.
Award 0 marks for an irrelevant or inaccurate response.					

Candidates will be rewarded for making connections and comparisons between elements of both parts of the depth study, where relevant.

**To what extent was Mary I responsible for the challenges she faced during her reign (1553–1558)?**

Candidates will offer a supported appraisal the reign of Mary I, measuring – in relation to other issues – the extent to which she was responsible for the challenges she faced. Candidates are expected to debate the level of that responsibility, considering a range of concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest that Mary was largely responsible for the challenges she faced during the specified period may include the following.

- Mary's deference to her husband Philip undermined royal authority.
- Mary's reliance on Spanish advisers such as Renard, and English entanglement in Spanish foreign policy.
- There were many religious grievances stemming from Mary's beliefs and policies. For example, the persecution of Protestants, which was inspired by imported Spanish clerics.
- Mary's failure to understand or deal sympathetically with the problems facing her subjects.

Arguments that suggest that Mary was less responsible for those challenges during the specified period may include the following.

- There was tension due to prevailing social attitudes to the gender of the monarch
- The Wyatt rebellion.
- Opposition from the Protestant exiles and rivalry between royal advisers at court, for example Paget and Gardiner.
- The weak financial position of the monarchy due to economic problems such as the national debt, high inflation and debasement of the coinage.
- The economic depression led to a rise in poverty and vagrancy. In turn, this led to higher crime rates.
- Propaganda in print aimed at Mary, for example the pamphlets by Becon and Knox
- Church teaching and preaching, and the influence of the Great Chain of Being on thinking.

**“The rise of the gentry was the main development in the society and economy of Wales and England during the period from 1553 to 1570.” Discuss.**

Candidates will offer a supported analysis of the development of the society and economy of Wales, measuring – in relation to other issues – the importance of the rise of the gentry in the context of the specified period. Candidates are expected to debate that assessment, considering a range of key concepts such as causation, consequence, continuity, change and significance, as appropriate, before reaching a substantiated judgement.

Arguments that suggest the rise of the gentry was the main development in the society and economy of Wales and England during the specified period may include the following.

- Social and economic factors such as the creation of landed estates added to the wealth of rising gentry
- There was widespread estate consolidation and enclosure.
- There was increased social and political advancement, for example the rise of a middle class of merchants and artisans to gentry status.
- The new gentry class had greater influence and power, especially in local government and Parliament.

Arguments that suggest that the rise of the gentry was not the main development in the society and economy of Wales and England during the specified period may include the following.

- Economic developments such as rising inflation, and increases in food prices led to starvation and food riots were significant indicators of change during this period
- There were changes in the agricultural industry, which moved from arable to pastoral farming.
- There was rising unemployment due to changes in agricultural industry, which led to rising levels of poverty and vagrancy.
- Religious developments were of major significance during a period that witnessed three changes in the state religion and the development of religious non-conformity.
- The growth of towns led to an increase in trade, wealth creation and better road links.
- Demographic shifts occurred, notably rural depopulation and urban expansion.